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ABSTRACT

Descriptions are provided of 57 projects that concern central disciplines in undergraduate education. The projects, which were funded by the National Endowment for the Humanities, focus on: improving introductory courses (23), excellence in a field (15), and fostering coherence throughout an institution (19). Each project is described, and the sponsoring college is identified, along with the title of the program; the faculty member's name, title, address, and phone number; and the faculty member's background. Topics of the projects include: origins of modern western culture, introductory humanities courses, computer assistance in argument analysis, teaching introductory literature courses, faculty development seminar in teaching ethics, an integrated approach to general education through humanities, an honors course in the humanities, curriculum development in the history of philosophy, achieving excellence in international education, promoting excellence in American studies, relieving faculty staffing pressures in interdisciplinary humanities courses, humanities enrichment at a technically oriented campus, fostering coherence in the core curriculum, and implementation of an integrated humanities curriculum. (SW)

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THE NATIONAL ENDOWMENT FOR THE HUMANITIES

EXAMPLES OF FUNDED PROJECTS
CENTRAL DISCIPLINES IN UNDERGRADUATE EDUCATION

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IMPROVING INTRODUCTORY COURSES

AUGUSTA COLLEGE

The Augusta College Humanities Program: Strengthening an Introductory Three-Course Sequence (Central Disciplines: Introductory Courses)

This program is designed to improve Augusta College's humanities sequence, consisting of three courses: Greece to the Middle Ages, The Middle Ages to the Age of Reason, and The Modern World. These courses are team-taught by faculty members from the departments of Fine Arts and Languages and Literature. They provided students with an historical overview of some of the greatest works of western civilization while introducing them to the aesthetic and philosophical ideas that inform these works.

The grant project includes the assessment of existing bibliographic material relevant to the courses and visits by scholars from other institutions to assist in efforts to improve those parts of the courses that deal with art, music, and literature. In addition, three key faculty members will do intensive individual study in literature, art, and music, centered on topics from the humanities sequence courses. Over a two-year period, these three faculty members will be responsible for directing other faculty members in the following activities: accumulating appropriate materials, designing specific strategies for program development, revising courses and sections of the Humanities Handbook, presenting and developing substantive faculty colloquia, and preparing supporting materials for class and laboratory use.

During the grant period, the program will directly affect approximately three thousand students and at least twenty-five faculty members.

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Rosemary DePaolo has taught at Augusta College for eight years. She heads the Humanities Committee, a joint body of faculty from the departments of Languages and Literature and Fine Arts. She was educated at Queens College of CUNY and Rutgers University.

BETHANY COLLEGE

Origins of Modern Western Culture: A New Introductory Course (Central Disciplines: Introductory Courses)

Bethany College will create a new introductory humanities course, "The Origins of the Modern Western World," which will be required of all freshman annually. The course will be team-taught and integrated around four significant contemporary questions: Individualism and Collectivism; Relativism, Pluralism and the Loss of God; The Modern Arts: Why They Make No "Sense"; and Creationism Versus a Naturalistic World.

The new course will emphasize both critical reading of classical texts and expository writing and will help students develop depth and breadth of knowledge and understanding of the Western cultural tradition. A variety of teaching methods will be used, including discussions in small groups to be led by 15 experienced faculty members who will attend all classes and assist in evaluating writing assignments. The courses will help all Bethany students gain a perspective on the scope of modern Western culture from the Enlightenment to the present. The faculty has concluded that basic knowledge of the historical events, arts, literature and thought of this period is essential to a liberal education. To this end, the course will: a) reflect concerns central to modern Western culture, b) allow for chronological study, c) encourage the study of primary sources, d) stress the connectedness of ideas, issues and events, and e) appeal to contemporary students.

William Daniel Cobb, III
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William Daniel Cobb, III, is Vice President and Dean of the Faculty at Bethany College, Bethany, West Virginia. Educated at Transylvania University, Yale Divinity School, and The University of Chicago, his academic specialization is theological ethics. From 1965 to 1977, he taught philosophy and religion at Eureka College, chaired the Humanities Division, and directed the General Studies Program. His research and publication in higher education have centered on liberal education and general education specifically. He has been Dean at Bethany since 1977.

Centre College

Improving the Introductory Humanities Sequence at Centre College
(Improving Introductory Courses)

This project will enhance the college's new humanities sequence required of all freshmen. The first half of the sequence focuses on the classical world and integrates philosophy, sculpture, and architecture with literature; the second half focuses on classical influences in the Renaissance and the Neo-classical age, and integrates music and painting with literature.

A part-time faculty coordinator will be appointed for the sequence, and equipment for more effectively teaching art and music will be acquired. Also, a faculty-development program to retrain faculty members will include campus workshops, outside consultants, and released time for preparation in areas outside one's primary disciplines.

Milton Reigelman
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Milton Reigelman, Associate Professor of English, has published articles on American and British authors. His book on American literary regionalism, The Midland, appeared in 1975. During 1979-1980 he was Fulbright Professor of American Literature at the University of Warsaw. He has participated in NEH summer seminars at Yale and the University of North Carolina, and for the past two summers has taught the literature component in the Kentucky Governor's Scholars program for gifted high school seniors.

Eastern Kentucky University

Computer Assistance in
Argument Analysis
(Improving Introductory Courses)

This project is aimed at improving Practical Reasoning, the institution's introductory logic course, by designing microcomputer (IBM-PC) software which will help beginning students to master some of the fundamental skills of argument analysis. The course teaches "informal" logic, focusing on the recognition and evaluation of arguments as they occur in ordinary, natural language contexts, instead of on the use of quasi-mathematical systems for doing rigorous formal proofs. While good software for use in symbolic logic courses has been previously developed, none exists for use in informal logic.

During the twelve months of the project, two members of the philosophy/religion faculty will design, write, and test ten CAI lessons which will provide students with extensive practice (and, as needed, tutorial help) in several basic logical skills, such as: distinguishing between reasons and conclusions in short English passages, identifying the structure and direction of reasoning, and recognizing common types of valid and fallacious reasoning. The lessons will reduce the classroom time needed for dealing with these very important yet relatively simple matters, and allow for more classroom attention to subtler matters.

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Professor Williams has been at Eastern Kentucky University for ten years. Formerly he taught at Berea College and at Emory University. His main interests are philosophy of science, logic, bioethics, and computer-assisted instruction. He has some background in electrical engineering and spent an NEH postdoctoral year with the epidemiology department of the North Carolina School of Public Health, where he received his first computer training. He has been designing and writing CAI software for Eastern Kentucky University logic courses for eight years.

The Concept of Teaching Introductory Literature Courses (Central Disciplines: Introductory Courses)

This project will improve the introductory literature courses required of all FMC graduates. The three courses under study--Literature and the Individual, Literature and Society, Literature and the Natural World--were developed, including the required reading list for each course, before the NEH grant was awarded. The assumption behind designing the new courses was that neither the traditional survey courses (in place 1970-76) nor the genre courses (in place 1976-82) were successful.

Under the grant, the sixteen department members will be divided into three teams, one for each course. Each team is augmented by four non-English faculty. Every team will examine the syllabus for a particular course. The English faculty present their ideas about how to teach the works. The non-English faculty will try to help the English faculty do three things: 1) anticipate the frame of reference students will bring to the work as well as the students' initial response to reading the work; 2) articulate the natural resistance that students not majoring in the humanities have to reading literature in general and to the specific works in particular; 3) organize the course and discover a pedagogy that enhances students' confidence in their ability to read. While the three teams are working through the syllabi for the three courses, the department will study recent critical theory and examining its own pedagogical assumptions in an effort to define as nearly as possible an acceptable foundation for its introductory literature courses.

Beverly Spears Blackmon
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Beverly Blackmon is Professor of English at Francis Marion College, a liberal arts college founded by the State of South Carolina in 1970 and now enrolling 3,200 students. Professor Blackmon, who received a Ph.D. in English from the University of Georgia, has taught American literature and composition at Francis Marion College since the institution opened in 1970. She is the author of the basic composition textbook, Clear Thinking, Clear Writing.

GEORGE WASHINGTON UNIVERSITY

Developing Proficiency for Students and Teachers in Basic Introductions to the Humanities (Central Disciplines: Introductory Courses)

In support of a program of introductory interdisciplinary courses in the humanities, now numbering four courses and extending from classical and Biblical culture to the end of the nineteenth century, a team of faculty will produce written materials, course guides for students and a faculty development manual. The humanities staff has already produced a 120-page course handbook which accompanies the first course in the sequence, which begins with Aeschylus and the Bible and concludes with Augustine.

Five instructors from English, History, Philosophy, Romance Languages, and Religion will write a course manual for the second course in the sequence, "Ideas in Western Culture from Aquinas to Voltaire." One instructor, supported by the humanities faculty as a whole, will compose instructional materials for students in the two-semester introduction to the nineteenth century which will be modeled after the study guides of the British Open University. Five instructors will write theory and method guides for instructors to the Aeschylus to Augustine course, introducing specialists from other areas of the humanities to the methodologies and teaching techniques of disciplines not their own.

In each case, the written materials will be the result of a collective effort by the project team.

Ormond Seavey
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Ormond Seavey has taught English for seven years at George Washington University. He earned his B.A. from Carleton College and his M.A. and Ph.D. from Columbia University, where he wrote his dissertation on Benjamin Franklin and the Enlightenment. While at George Washington he has taught early American literature, European literature in translation, and English composition. Beginning in 1977-1978 he has taught and eventually directed an evolving sequence of introductory courses in the humanities. His publications are primarily in the area of colonial American literature.

Georgia Institute of Technology

Literature and Science
Introductory Course
(Improving Introductory Courses)

Literature and Science is one of four minor programs the English Department is developing to satisfy a humanities requirement. (The others are American literature, drama and film, and humane studies.) In each program an introductory course will lay the foundation for a systematically related series of advanced courses.

The purpose of the literature and science program is to explore similarities in the structure of thought and expression in the two fields. Although literary critics and scientists try to solve their own unique problems, both groups project hypotheses based on prior experience and established conventions that move attention in some directions rather than others. Taking examples from many different fields, the introductory course examines how conventions for knowing and communicating make meaning possible and also how they limit what can be seen and said.

Each participant in the project will receive released time for faculty development. Three consultants will visit Georgia Tech to give advice about the content and structure of the introductory course, and will return at the end of the project to participate in a public symposium on literature and science.

Paul B. Armstrong
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Paul B. Armstrong has been Associate Professor at Georgia Tech since 1983. He is the author of The Phenomenology of Henry James (1983). His essays on literary theory and modern literature have appeared in Novel, Twentieth Century Literature, The Centennial Review, Criticism, Mosaic, and Texas Studies in Literature and Language. His essay on "The Conflict of Interpretations and the Limits of Pluralism" was awarded the 1985 William Riley Parker Prize for the year's outstanding article in PMLA. Professor Armstrong has held a research fellowship from the Alexander von Humboldt Foundation and a summer stipend from NEH.

GEORGIA STATE UNIVERSITY

Course Materials in Informal Logic (Central Disciplines: Introductory Courses)

This project will develop materials for use in an undergraduate logic course in the humanities curriculum at Georgia State University. The course aims to integrate critical reasoning skills and the writing of argumentative essays.

Logic has traditionally been taught as a critic's tool—a set of techniques for critically assessing arguments. On the one hand, available logic texts have little or nothing to say that would assist the student who attempts to write an argumentative essay. On the other hand, available rhetoric and composition texts deal more with the outward forms of expression than with their logic or coherence. The advice these textbooks have to offer on topics such as argumentative paragraph development is limited. Hence, this project will develop materials to improve students' argumentative writing skills through exercises and supplementary examples. The project also includes the evaluation, revision and dissemination of the newly developed course materials.

A plan for the first draft of basic materials on argumentative writing strategies and exercises will be completed by the beginning of 1984, in time for use in the department's Winter Quarter courses. This material will be revised and additional material developed for the Spring Quarter courses. Final revisions will be made during Summer Quarter, 1984, in time for use during the 1984-85 academic year.

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Milton H. Snoeyenbos has had eight years of teaching experience at Georgia State University. He was educated at the University of Minnesota. He has co-authored a book on business ethics and written numerous articles on aesthetics, philosophy of science, philosophical psychology, business ethics, and applied logic.

C. Grant Luckhardt
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C. Grant Luckhardt has taught philosophy at Georgia State University for the past eleven years. A graduate of Emory University, Dr. Luckhardt has authored three books and published numerous articles on the history of philoosophy, ethics, philosophy of law, analytical philosophy, and applied logic.

College of the Holy Cross

To Develop Basic Courses in Religious Studies at Holy Cross College (Improving Introductory Courses)

This project involves the development of two Religious Studies courses: an Introduction to the Study of Religion and an Introduction to Western Religious Traditions. The first is a cross-disciplinary examination of the different ways of understanding the phenomenon of religion in modern human experience; the second is a collective study of Judaism, Islam, and Christianity from the perspective of each tradition's distinctive understanding of the relationship between God and humankind. Emphasis is placed upon the reading of primary and classical texts and upon the development of writing skills. Both courses are team-taught, and will eventually include four-fifths of the faculty in Religious Studies.

As part of the college's commitment to a broad-based liberal arts curriculum, this project is designed to expand the academic study of religion and to integrate it more effectively within the humanities. These basic courses will help meet newly instituted curricular area requirements, strengthen the departmental major, and promote cooperation among Religious Studies faculty. Faculty members' teaching will be strengthened in areas outside their expertise. Over a two year period, faculty will meet in two-week planning workshops and participate in seminars offered by nationally recognized scholars and writing experts. The department will collectively monitor course development.

Gary A. Phillips
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Gary A. Phillips has primary teaching responsibility in the area of early Christian literature and history. His specializations are literary criticism, hermeneutics, and semiotics. He has translated two books and written a monograph on the parables of Jesus. Presently he is writing a literary commentary on Matthew's Gospel.

UNIVERSITY OF ILLINOIS AT CHICAGO

New World Civilization (Central Disciplines: Introductory Courses)

The Department of History and the Latin American Studies Program will collaborate in the development of a one-year introductory sequence, "New World Civilization, 1400-1980," providing a unique synoptic introduction to the cultural history of North and South America. While a minor impetus for developing such a sequence at the University of Illinois at Chicago rests with the composition of the student body--about fifteen percent of the campus's 25,000 students have a Hispanic background--the major stimulus in doing so is intellectual. Through this sequence the faculty hopes that the beginning student will be able to place the development of New World societies, including the United States, into the larger context of hemispheric political and cultural evolution. This will be done in three one-quarter courses covering the years 1400-1750, 1750-1870, 1870-1980.

With NEH funding, the University will provide summer fellowships to four faculty members--two in U.S. history and two in Latin American history--to develop knowledge in their fields. The grant will also support released time so faculty members can participate in a seminar to design the sequence.

Professor Bruce Johnson Calder
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Bruce Calder has taught at the University of Illinois at Chicago since 1975. He received a Ph.D. in Latin American Studies from the University of Texas, Austin, and a B.A. in History from Wesleyan University. His recent book, The Impact of Intervention: The Dominican Republic During the U.S. Occupation of 1916-1924, has been very favorably reviewed in such respected publications as the New York Times Book Review, The Times Literary Supplement, and The American Historical Review. Professor Calder has received a number of grants and awards, the most recent a Fulbright seminar grant for the summer of 1985 involving travel to Colombia, Bolivia, Ecuador, and Argentina.

UNIVERSITY OF MASSACHUSETTS
AT BOSTON

Course Development of
Freshman/Sophomore Honors Seminars
(Central Disciplines: Introductory Courses)

The Honors Program provides interdisciplinary courses for Freshmen and Sophomores that move from a seminar in exploration of the kinds of knowledge involved in a liberal arts curriculum to an individualized tutorial. The proposal is to strengthen the two seminars taught in the fall terms of the students' first two years.

During 1984 a core faculty will meet and systematically engage in the following: discussion of course material appropriate for the general purpose of the seminar and its various segments; movement toward agreement on the principal topics to be considered; and the formulation of reading lists and model syllabi.

The Sophomore Seminar explores the general subject of biography and examines the different ways a topic can be studied. The project will allow a social scientist, an historian, and a natural scientist to join an English professor and an art historian as core faculty and to develop material for the study of the lives of several men and women in their fields. During the fall of 1984 the non-humanities faculty will team-teach the seminar with the core faculty. Visiting biographers will further diversify the students' experiences of the general topic.

The project seeks to bring to pedogogical maturity to the curricular methods of the two courses: a wide-ranging interdisciplinary survey of kinds of knowledge and a focused interdisciplinary study of a single subject.

Joel Blair
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Joel Blair was educated at The University of Texas and Harvard University. He has taught a variety of English courses, among them upper-level and graduate courses in the Restoration and eighteenth century, satire, modern fiction, and Southern Literature. His publications include articles on Dryden, Defoe, Hogarth, Turgenev, and Restoration prose; he is a member of the editorial board of Restoration: Studies in English Literary Culture, 1660-1700. Among other administrative tasks, he was Chairman of the English Department and Assistant Chancellor before taking the directorship of the Honors Program.

University of Montana

Faculty Development Seminar in the Teaching of Ethics
(Improving Introductory Courses)

Beginning with Autumn Quarter, 1984, when the restructured general education program at the University of Montana takes effect, all students matriculating at the University must take a common course in ethics. The project consists of a faculty development seminar in the teaching of ethics held during the summer of 1984 and a follow-up demonstration session during the 1984-85 academic year. A number of faculty members other than those traditionally associated with the teaching of ethics must acquire additional competence, come to share a common understanding of course goals and readings, and participate in the teaching of the ethics course. The result of these activities will be the institution of an all-college requirement that includes a large number of small sections with intensive writing rather than large lecture classes.

James A. Flightner
Associate Dean
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James Flightner is Professor of Spanish at the University of Montana. He has published scholarly articles on Spanish medieval, Renaissance, and twentieth-century literature and presented papers at many regional and national scholarly meetings. Before becoming Associate Dean, Professor Flightner directed a major restructuring of the general education program at the university.

State University of New York
Central Administration

Integrating the Humanities and the Technologies: Course Development and Faculty Renewal at Nine SUNY Community Colleges
(Improving Introductory Courses)

This project, which is the preliminary planning phase of a larger project, enables faculty from nine New York community colleges to collaborate in planning a model course which will explore the links between the humanities and the technologies. Teams of humanists and technologists from each campus will select topics and create an outline for a modular flexible course incorporating videotapes and other instructional materials. Nine distinguished SUNY teachers will be selected to work with the teams in developing the course. The planning phase will lead to a major project for developing the course, holding a faculty institute for related faculty development activities, and offering the course initially on the nine campuses. The course will then be made available throughout New York State and elsewhere.

Phyllis Bader-Borel
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Phyllis Bader-Borel received her Ph.D. in Comparative Literature from New York University in 1964. As Director of Community College Program Development, she coordinates areas related to academic affairs for SUNY community colleges. She has served as Assistant to the Vice Chancellor for Academic Programs and as Associate for Student Services at SUNY Central, and edited the SUNY Retention Manual, the nationally distributed SUNY Retention newsletter, and the SUNY Trustees Manual.

Sally Lawrence
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Sally Lawrence has a Ph.D. in Spanish Language and Literature from the University of Madrid in Spain. She has taught for eight years at SUNY Albany and at Union College in Schenectady. Before becoming Assistant Dean at Schenectady County Community College, she was responsible for conducting program evaluation visits to New York State college campuses for the New York State Education Department's Division of Academic Program Review. She currently heads the academic planning and curriculum review activities.

University of Notre Dame

Plan to Improve the
Interdisciplinary Core Course at
the University of Notre Dame
(Improving Introductory Courses)

This project is designed to improve the University's two-semester interdisciplinary Core Course required of all Arts and Letters sophomores. The course is organized thematically, introducing students to four foci of western thought: Nature, Society, the Individual, and God. These themes are explored through seminar discussions of classic and contemporary texts.

So that the course is an effective introduction to the humanities, the project provides for a five-member interdepartmental committee that will review and revise the present core syllabus. External consultants will be engaged at this point in the project. The project also will provide a program for faculty development designed to encourage senior research faculty to teach the course and to prepare them for their teaching in a systematic, rigorous way. The project activities include a summer workshop and released time for faculty members during the academic year.

Anastasia Friel Gutting
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Professor Gutting has a doctorate in philosophy of science from St. Louis University, with a thesis on Hume's theory of language. She has been a research fellow at the Centre des Etudes Americaines at the Bibliotheque Royale in Brussels. Professor Gutting has taught Greek philosophy, metaphysics, and existentialism. For six years she has been a member of the University of Notre Dame's Core Course faculty and is in her third year as assistant director of the program. Her current research interests are women's studies and the work of Michel Foucault.

Pasadena City College

Connections: An Integrated Approach to General Education Through Humanities
(Improving Introductory Courses)

This project establishes an integrated, team-taught Humanities, Social Sciences, and Writing program that will satisfy three general education requirements. In addition, the program is designed to (1) eliminate the fragmentation typical of most general education courses, (2) improve deteriorating critical writing and thinking skills through an integrated writing component, and (3) provide an opportunity for discussion by students and faculty in small groups.

An overall theme, "Dialogue of Ideas," will encompass the entire program and determine the readings of all three courses. For 1984-85, texts will be chosen from the disciplines of philosophy, history, and political science.

Students will learn how points of view vary among disciplines and how, despite these variations, there is consistency. Faculty will gain new perspectives on their material, observe other instructional techniques, and improve their understanding of the relationship of their own discipline to other disciplines.

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Phyllis Mael teaches courses in humanities, women in literature, modern drama, film, and English composition. She has published articles on contemporary drama by women and on images of women in American films of the past quarter century. These articles resulted from research begun at three NEH summer seminars and during one year-long NEH grant. Dr. Mael also has held an NEH-Andrew W. Mellon Foundation grant for community college teachers and was a coordinator of Pasadena City College's NEH consultant grant. With these grants she worked to develop an interdisciplinary humanities program with team-taught courses.

Winebago Valley Community College

A Comprehensive Approach to the Humanities in a small, two-year College
(Improving Introductory Courses)

The goal of our project is to develop an academically excellent, comprehensive, cost-effective introductory humanities course to serve as a single, required humanities component for all degree programs in a small, rural community college

Our project model employs multiple-section lectures and small discussion groups. The project identifies a team of introductory humanities course faculty who lecture in their areas of expertise and are trained as section leaders to lead discussions in other humanities disciplines. Outside lecturers in those disciplines supplement existing full-time faculty lecturers.

The project model provides students with an excellent, cost-effective introduction to the humanities by maximizing the academic strengths of an existing, small faculty.

Alterations include a commitment to develop two six-hour interdisciplinary curricular units taught over two semesters. The first six-hour course will cover Greek civilization, the Medieval period, and the Renaissance, while the second will cover modern material beginning with the Enlightenment. Continuing internal seminars for staff development are the principal means for providing a more comprehensive humanities education for students. Faculty will read the texts to be used in the new courses and discuss major secondary works.

Alice V. Letteney
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Director of Development and Public Relations at Winebago Valley Community College, Dr. Letteney has been active since 1976 in statewide advisory committees to Connecticut Higher Education Boards. She graduated from Reed College in 1966 and received her Ph.D. in English from the University of Connecticut in 1980. The topic of her dissertation, and a source of continuing interest for her, is how women are portrayed in American literature of the nineteenth century.

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Snow College

Intellectual Traditions of the West: An Honors Course in the Humanities
(Improving Introductory Courses)

This project will implement a new humanities course, the core freshman-level course in the recently created honors program at Snow College. The course itself involves the reading, in their entirety, of approximately ten great works against a background of readings in history, philosophy, art history, and psychology, with emphasis on the cultural values reflected in those great works. Because of the homogeneous nature of the student body, the instructors will concentrate on the literature of cross-cultural experience during the spring quarter of the course. Throughout the year, students will have extensive interpretive writing assignments in conjunction with their readings. Students in the honors curriculum will take an integrated one-year mathematics course during the sophomore year to complement their freshman humanities course.

Among the particular items funded in connection with Intellectual Traditions of the West are guest lecturers in the humanities, humanities instructional media, and significant humanities library acquisitions.

Marilyn Schwartz Larson
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Marilyn S. Larson is in her third year of teaching at Snow College. She holds a B.A. from the University of Pennsylvania and an M.A. from the University of California, Berkeley. She has taught literature and Latin at the high school level and was on the staff of Wasatch Academy. At Snow College she participated in developing the honors program and designed the team-taught humanities honors course, Intellectual Traditions of the West.

SPELMAN COLLEGE

Library Acquisitions for the World Civilization Course at Spelman (Central Disciplines: Introductory Courses)

Spelman's NEH grant will assist with the purchase books for a new two-semester, interdisciplinary World Civilization course. The course seeks to free students from the limited horizons imposed by their own lives and milieu. Through the study of human lives and societies sufficiently remote from their own, students gain a greater understanding of themselves and their society.

With greatly increased library acquisitions, the faculty can implement a library use component and can expand the writing and research assignments the course. A library committee composed of the history department with additional members from English, Political Science, Sociology, Philosophy and Religion will select the books to be purchased. The comittee hopes to begin filling major lacunae in the collection. Faculty involved in the project plan to try to locate out-of-print titles as well as books difficult to obtain.

The effect of major library acquisitions will be much greater than just assisting Spelman students taking World Civilization because the College is part of the Atlanta University Center--a consortium of six historically Black colleges. All students can cross-register for courses and have equal access to the Robert W. Woodruff Library where the books will be housed. Thus NEH's grant to Spelman will help not just 1500 Spelman students but approximately 9000 students who attend the consortium.

Margery A. Ganz
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Margery A. Ganz earned her B.A. from the University of Rochester and her M.A. and Ph.D. from Syracuse University. Her field of specialization is the Italian Renaissance, and she is currently at work on a monograph on upper-class dissent and conspiracy in Medicean Florence between 1450-1494. She has recently published "Donato Acciaiuoli and the Medici: A Strategy for Survival in 1400 Florence," in the 1982 volume of Rinascimento. During her 2 years at Spelman, Dr. Ganz has also served as foreign student advisor, coordinated study abroad opportunities, and also participated in the FIPSE project "Creating Connections."

Stanford University

The World Outside the West:
Introducing Undergraduates to
non-Western Cultures
(Improving Introductory Courses)

Stanford University faculty members from three academic disciplines (three historians, two anthropologists, one political scientist) who specialize in three non-western geographic areas (East Asia, sub-Saharan Africa, Central America) are developing a two-quarter course sequence designed to introduce students to the study of non-western societies and cultures. The first course compares three cultures prior to extensive contact with Western Europe: China, selected societies in what was to become Nigeria, and the Aztec Empire. The second course compares the complex interactions of China, Nigeria, and Mexico with an expanding western Europe. The two courses attempt to link the concerns of the humanities and the social sciences. Special attention will be paid to non-western religious institutions and values as they relate to perceptions of the physical universe, personal and social ethics, and political authority.

This grant will fund a course development workshop in September, 1984, involving the "core faculty" members and several other area specialists from the Stanford faculty, and will provide released time in the autumn quarter for preparation of lectures and reading materials for winter and spring quarters, when the courses will first be offered.

David B. Abernethy
Professor of Political Science
Stanford University
Stanford, California 94305
415/497-1866 or 4547

David B. Abernethy is co-chairman of the undergraduate program in International Relations at Stanford. A specialist in African affairs, he has chaired Stanford's Committee on African Studies and serves on the editorial board of the African Studies Review. He is currently writing a book on the history of European colonial rule in Latin America, Africa, and Asia. This book is based on a lecture course which he recently developed on Colonialism and Nationalism in the Third World.

Tacoma Community College

Strengthening the Humanities
Curriculum at Tacoma
Community College
(Improving Introductory Courses)

This project involves revising and strengthening the humanities portion of the curriculum. Its primary focus is the improvement of general education through the development of courses, programs, and degree requirements that will better meet the lifelong and immediate needs of students. A concomitant goal is to begin the faculty revitalization and professional development required for successful implementation of the new curriculum.

The grant will provide released time for the six Humanities Curriculum Committee members to work with other faculty members and with Dr. James M. Schulz (consultant from City Colleges of Chicago) toward an exemplary curriculum.

Devon Earington
Professor of Philosophy
Tacoma Community College
Tacoma, Washington 98465

For thirty years, Devon Earington has taught philosophy at the high school, university, and community college levels. His recent activities include development of a learning enhancement method currently in use from kindergarten through graduate school in institutions throughout the United States. At Tacoma Community College he has been a member of the committee on general education and curriculum revision, and he served on the committee to determine the future of programs for gifted students in the Tacoma public school system.

TRUMAN COLLEGE

An Interdisciplinary Approach Designed to Improve Introductory Courses (Central Disciplines: Introductory Courses)

Richard H. Lerner
Assistant Professor of English
City Colleges of Chicago
Truman College
Chicago, Illinois 60601
312/878-1700 ext. 2144

The Interdisciplinary Committee is a one-year thematically-organized cross-disciplinary approach to general education for incoming freshmen, consisting of humanities, social science and natural science; its basic goals are the development for and by students of an integrated view of American intellectual and cultural attitudes and values as well as the improvement of students' abilities to think clearly and analytically, to read with insight and understanding, and to write with clarity and precision.

The program was developed in order to meet specific student needs at Truman, located in the most culturally diverse section of the city of Chicago. Residents in this area include Appalachian whites, American Indians, native Blacks, West Africans, Southeast Asians, Middle Easterners, a wide variety of Hispanics and so-called ethnics whites. It is because the student body is so diverse and consequently shares so little of the American cultural and intellectual experience that the IDC believes the solution to this educational problem is an integrated program of humanities, social and natural sciences.

The two basic themes on which the course will center are "What is the Nature of the Individual?" and "How do Individuals Come to Know?" Using these questions as focal points, the five instructors involved in the Committee will team-teach in varying and varied combinations, each bringing to bear the emphasis of his discipline on the same question. Students will then write papers about these interrelated concepts.

Richard H. Lerner, program director of the Interdisciplinary Committee, has been a teacher of English composition and literature for the City Colleges of Chicago since 1957. He has also taught at the Chicago campus of the University of Illinois.

The recipient of a bachelor of arts in 1950 from Roosevelt College in Chicago and a master's degree in English from Columbia University, he worked as a reporter, writer and editor for several years before entering teaching.

In 1968, as a fellow of the Innovations Center of the City Colleges, he developed a cross-disciplinary curriculum similar to the one presently being proposed. He is the author of a number of articles relating to various aspects of education.

Union College

The United States and the Spanish-speaking World: Understanding Twentieth-century Connections
(Improving Introductory Courses)

The project brings together faculty members from the English, Modern Languages, History, Political Science, and Sociology departments to design and teach a series of three interdisciplinary courses which will explore the historical, philosophical, literary, and artistic connections between the United States and the Spanish-speaking world in our century. The courses ("Anglo-America and Spain: The United States and Spanish-speaking America: Sharing a Hemisphere," and "The United States and the Hispanic Population within its Borders: Cultural Identity and the American Dream") will focus on specific texts, events, persons, and issues that illuminate American and Hispanic cultures as they relate to one another.

The program will be launched in the Spring of 1985 with a reading and public lecture by an important Latin American novelist. Three workshops will bring distinguished scholars and writers to campus to discuss syllabi, teaching strategies, and texts with Union's faculty members. The three classes provide a coherent and rigorous introduction to the study of the humanities and will serve as a model for the college's developing sophomore and junior year core curriculum.

Harry Marten
Associate Professor and Chairman
Department of English
Union College
Schenectady, New York 12308
518/370-6231

Harry Marten helped to design Union College's interdisciplinary preceptorial program for freshmen. Dr. Marten has received Mellon and Ford Foundation grants and has been an ACLS Senior Research Fellow and a Fellow of the Huntington Library. His articles and reviews on nineteenth-century fiction and on modern and contemporary literature have appeared in ELH, Contemporary Literature, New York Times Book Review, New England Review, Washington Post Book World, The Centennial Review, Sagetrieb, and others.

VASSAR COLLEGE

Social Theory as Introductory Sociology: A Humanities Perspective (Central Disciplines: Introductory Courses)

This project will redesign the introductory course in sociology at Vassar College. The new course redefines introductory sociology as social theory and replaces the current content of the introductory course with original sources from, and commentaries on, the classic tradition of social theory, e.g., Comte, Marx, Weber, Durkheim, Pareto, Mead, and Mannheim. By moving back to the foundations of social theory, students are exposed to the seminal ideas that have shaped contemporary reflection about modern society. Through their reading of original source material students will become engaged with the fundamental moral and humanistic issues surrounding the relationship of the individual and society.

The funds from the NEH grant will be used primarily for faculty released time. Each member of the sociology department will be released from one course during the academic year 1983-84 in order to participate in a year-long colloquium on the classic tradition in social theory. They will read, reflect upon, and discuss key texts, preparatory to teaching the new introductory course in the fall of 1984. In addition, the colloquium will deal with questions concerning the impact of the new course on the remainder of the sociology curriculum and develop recommendations for future implementation. Finally, funds will be available to bring to Vassar three nationally recognized social theorists as scholar/consultants to join the colloquium discussions on occasion.

James Farganis
Chairman and Professor
Vassar College
Department of Sociology
Poughkeepsie, New York 12601
914/452-7000 ext. 2464

James Farganis is currently Professor of Sociology and Chairman of the Department at Vassar College. Before coming to Vassar, he taught at Brooklyn College and Queens College of the CUNY, at Harpur College at SUNY Binghamton and at The New School for Social Research. He received his doctorate in government at Cornell University. While at Vassar, Mr. Farganis has participated in the development and implementation of the multidisciplinary program in Science, Technology and Society and served as Director of the program from 1975-81. He has written for The British Journal of Sociology, Social Forces, and served as contributing editor of the journal Theory and Society. He has recently returned for Duke University where he participated in an NEH sponsored summer seminar in social theory.

PROMOTING EXCELLENCE IN A FIELD

BROOKLYN COLLEGE OF CUNY

An Integrated Classics Curriculum and the Shoemaker Center (Central Disciplines: Excellence in a Field)

The Classics Department of Brooklyn College will redesign its curriculum in order to increase its coherence and to take full advantage of the improved academic performance of students who have completed the new college-wide Core Curriculum. The Brooklyn Core provides a common intellectual experience for all undergraduates through a program of ten foundation courses. The first course, the "Classical Origins of Western Culture," is a survey in English translation of Greek and Latin masterpieces. The success of the Core Curriculum has stimulated this effort to redesign the classics curriculum.

At each level of the new curriculum the Department will define not only the subject matter of the courses, but also the concepts and skills that students will be expected to master. The courses offered on any one level during a given semester will have a clear relationship to one another and to the courses offered at other levels. For example, a classics course in the development of conceptual thought might be offered simultaneously with a Latin class reading Lucretius and a Greek class reading Plato. Latin and Greek selections would be chosen to facilitate a close analysis of ideas developed through the Classics course. Instructors for each of the linked courses would meet regularly to co-ordinate their approaches.

The new curriculum will be developed by a committee of four faculty members who will arrange weekly meetings of the whole department. Three faculty seminars are planned.

Dee L. Clayman
Chairperson and Professor
Department of Classics
Brooklyn College of CUNY
Brooklyn, New York 11210
212/780-5191

Dee L. Clayman is Professor of Classics and Chairperson of the Classics Department of Brooklyn College. She was educated at Wellesley College and The University of Pennsylvania. The author of Callimachus' Iamb: (Leiden 1980) and a dozen articles and reviews on Greek poetry published here and abroad. She has received research grants from The American Philosophical Society and The American Council of Learned Societies, and is currently a member of the University Committee on Research which distributes more than two million dollars annually in research funds.

UNIVERSITY OF CHICAGO

Fundamentals: Issues and Texts
(Central Disciplines: Excellence in a Field)

This grant will help support the creation of a new undergraduate concentration program at the University of Chicago. The program will begin with the fundamental questions that any civilized human being must seriously confront, e.g., Socrates' "What is man? What is God? What is justice? Or, alternatively, but similarly, Kant's questions: What can I know? What ought I do? What may I hope? These enduring questions and others like them, long regarded as a central concern of liberal education are no longer sufficiently addressed.

Under this new program the students will begin with the concerns they actually have, and they will be given the opportunity to recognize that what really interests and troubles them is susceptible of thoughtful development with the help of great thinkers. Each student will develop his program individually on the basis of his questions--science, religion, politics, friendship, etc., and with the aid of an advisor will establish a list of six classic books which he will during his three years in the program study thoroughly (including at least one in a foreign language to be read in the original). At the end of the three years he will take an examination on these books lasting several days. The small number of books is intended to make them really learn the books and see how difficult a great book is. There will be a number of courses in single books taught by senior faculty to whom the particular books are especially dear. These faculty members will also advise the students.

Allan Bloom
Professor, Committee on Social Thought and the College
University of Chicago
Chicago, Illinois 60637
312/962-8407

Allan Bloom, Professor, Committee on Social Thought and the College, Co-Director of the John M. Olin Center for Inquiry into the Theory and Practice of Democracy, University of Chicago. Has taught at Yale, Cornell, Toronto, Tel Aviv, and Paris. He was awarded the Clark Teaching Prize at Cornell. Specializing in political philosophy, he has done translations of and commentaries on Plato's Republic and Rousseau's Emile and is author of Shakespeare's Politics. His book on the university will appear in Spring, 1984. He has been interested in undergraduate liberal education and helped found the Great Civilization Program at Cornell.

Leon R. Kass
Henry Luce Professor of the Liberal Arts of Human Biology
University of Chicago
Chicago, Illinois 60637
312/962-8407

Leon R. Kass has been Henry Luce Professor in the College and the Committee on Social Thought of the University of Chicago since 1976. He earned a M.D. degree from the University of Chicago and a Ph.D. in biochemistry from Harvard. He has taught at St. John's College and served as the Joseph P. Kennedy Research professor of Bioethics at the Kennedy Institute of Georgetown University. He is the author of numerous works on the ethical and philosophical implications of biomedical science.

Dickinson College

Achieving Excellence in
International Education
(Promoting Excellence in a Field)

This program supports a series of interrelated programs to enhance the teaching of language and area studies at Dickinson College. Over a three-year period the college will establish centers at six European locations to enable a student to engage in language study in the culture in which that language is spoken. The centers will conduct summer "immersion" programs for students at the intermediate level of language study and semester/academic year-long programs for students at more advanced levels.

In order to encourage broader use of foreign language on campus, the college will conduct a series of summer language seminars at the European centers for faculty in all disciplines. Faculty who have attended these seminars will be expected to integrate foreign language materials into their on-campus courses, thus offering students the opportunity to do foreign language work in a variety of departments.

The project will also include activities aimed at developing the range and depth of Dickinson's area studies programs. The college will organize a series of summer faculty seminars, each devoted either to the enhancement of existing programs, such as our major in International Studies, or to the establishment of new fields of concentration, such as Asian Studies.

Neil B. Weissman
Associate Professor of History
Dickinson College
Carlisle, Pennsylvania 17013
717/245-1212 or 245-1778

Neil B. Weissman's field of specialization is Russian history, but he also teaches the history of Germany and East Asia. Professor Weissman has published a book and articles on political reform in Tsarist Russia, based in part on research done on an IREX/ Fulbright-Hayes grant to the USSR. He is currently working on the political and administrative history of the early Soviet state. At Dickinson, Professor Weissman has served as Director of International Studies and Coordinator of Comparative Civilizations.

Elmira College

Promoting Excellence in a Field: American Studies at Elmira College
(Promoting Excellence in a Field)

This project seeks to strengthen our existing American Studies program, using the unique opportunities promised by the college's acquisition of nearby Quarry Farm, the long-time summer writing residence of Samuel Clemens and now the site of Elmira College's Center for Mark Twain Studies.

In the Spring of 1985, four faculty members from different disciplines will consider measures for improving the current program. An outside consultant will be recruited to assist and evaluate the work of the planning group.

A second phase of the project will bring in a series of five distinguished academic visitors to celebrate, in 1985, the 150th birthday of Samuel Clemens and the centennial of the publication of Adventures of Huckleberry Finn. Each Twain scholar will give a public lecture and meet with an American Studies class, the project's planning group, and other interested faculty and students.

Darryl Baskin
Associate Professor of Political Science
Elmira College
Elmira, New York 14901
607/734-3911

Professor Baskin has published books, articles, and reviews on American politics and American political thought. His primary scholarly interest is the New World genius of American political culture. As a teacher of undergraduates, his basic commitment is to political study as a liberal art rather than a policy science. Recently, as chair of the college's Educational Task Force, Professor Baskin helped to foster curricular reforms aimed at increasing the intellectual richness and rigor of Elmira's general education program.

FRANKLIN AND MARSHALL COLLEGE

Promoting Excellence in the English, Music and Philosophy Departments (Central Disciplines: Excellence in a Field)

Franklin and Marshall College will use its National Endowment for the Humanities grant to improve programs in the Departments of English, Music, and Philosophy. During a three-semester period (1/1/84-6/30/85), selected faculty members from these departments will receive released time to develop a series of new courses, to visit exemplary programs at other colleges, and to coordinate on-campus visits by consultants. In addition, all faculty-members in these three departments will engage in staff seminars to plan for the curricular changes.

The English Department will redesign its curriculum to make poetry more accessible and engaging to students, and to provide students better tools to discover the personal and cultural resources of poetic language and form.

The Music Department, recently increased from two to three faculty members, will design a new curriculum. This new program will seek to reach more effectively a student body which all too often puts the arts aside in its drive toward career goals.

The Philosophy Department has had as a chief priority the preparation of its majors for graduate study in philosophy. The department will now design a more balanced undergraduate curriculum, shifting its emphasis toward survey courses on the history of philosophy and more courses bearing on the interrelationship between philosophy and other disciplines.

Bradley R. Dewey
Dean of Faculty Affairs
Franklin and Marshall College
Lancaster, PA 17604
717/291-3986

Bradley R. Dewey joined the faculty of Franklin and Marshall College in 1964, became Associate Academic Dean ten years later and is currently Dean of Faculty Affairs at the College. His B.S. is from the University of Michigan, and his B.D., M.A., and Ph.D. are from Yale. He has published a book and articles in the areas of Kierkegaard studies, religion and literature, with research fellowships from the Lily and Rockefeller Foundations, the Fulbright program, and the National Endowment for the Humanities. At present, his main work is with faculty and curriculum development.

Furman University

A Project in Reading and Reader-Oriented Theories of Interpretation
(Promoting Excellence in a Field)

A series of faculty seminars will acquaint Furman faculty with reader-oriented theories of interpretation--those arising from hermeneutics in the tradition of Heidegger, the phenomenology of reading, structuralism, post-structuralism, and semiotics. During academic year 1964-65, twenty participants will meet for a total of fifteen seminars.

Lecturers with a national reputation will be invited to speak at Furman in conjunction with the seminars. Some of the papers prepared for the seminars by the Furman faculty will be published in a special issue of Furman Studies.

During academic year 1965-66, seminar participants will, where appropriate, implement in their courses what they have learned. They will offer one or more new interdisciplinary courses based on the material covered in the seminars. External evaluators will examine the structure of participants' courses and the work of their students, taking samples from classes taught both before and after the seminars.

Edgar V. McKnight
Professor of Religion
Department of Religion
Furman University
Greenville, South Carolina 29613
803/294-3297

Edgar V. McKnight is the William K. Kenan, Jr., Professor of Religion at Furman. His degrees are from the College of Charleston and Southern Baptist Theological Seminary. He has done post-graduate work at Duke University, the University of Heidelberg, Yale, and Oxford. He is the author of books on form criticism, structuralism and biblical interpretation, and the Bible as literature. He has been a member of the Furman faculty since 1962.

MICHIGAN STATE UNIVERSITY,
JAMES MADISON COLLEGE

Integrating the Humanities into the Study of Public Affairs (Central Disciplines: Excellence in a Field)

James Madison College was established to provide undergraduates with a liberal education in public affairs and public policy analysis. While the freshman program has been successful in consistently integrating the humanities into the study of public policy, the extent of integration in the upper level curricula is more uneven. This project is designed to enable the faculty to address systematically the problem of integration.

The grant project includes a series of faculty seminars. Grant funds will permit the college to engage the assistance of several nationally prominent scholars in the humanities and social sciences who have been concerned with the problem of liberal education and the relationship between the liberal arts and public policy.

Endowment support also will help the college sponsor a number of individual faculty development and research projects related to disciplinary concerns and the improvement of instruction in individual courses. A major criterion for selection will be the potential for effective integration of the humanities in social science research and course work.

A third major thrust of the grant project will be the revision of the upper level curricula in the "domestic" fields (Minority-Majority Group Relations, Urban Problems, and Socio-economics) and the development of new common and cross-field academic experiences at the upper level.

Barbara C. Steidle
Dean and
Associate Professor of History
James Madison College
Michigan State University
East Lansing, Michigan 48825-1205
517/353-6753

Barbara C. Steidle has taught at Michigan State University since 1971 and has served several administrative roles. She received her B.S. degree from the Pennsylvania State University and her M.A. and Ph.D. from Rutgers University. A legal and constitutional historian, she has focused on the issues of judicial role and modes of judicial control, the professionalization of lawyers, and the development of First Amendment theory. She is currently engaged in an investigation of "The Politics of Impeachment."

University of Minnesota, Morris

A Comprehensive Approach to Expand the Curriculum and Resources of a Small Foreign Language Program (Promoting Excellence in a Field)

This three-year project will strengthen the teaching and research of the French, German, and Spanish staff; expand their expertise beyond their primary research; and improve the teaching of both beginning and advanced students.

To do this the project staff will bring acknowledged leaders in language teaching to speak on pedagogical innovations; fund faculty participation in post-doctoral training in new fields; and bring to the campus noted literary scholars who represent fields or methodological viewpoints different from those of UMM faculty. These presentations by consultants and scholars will be available to the whole campus and, on tape, to future students.

Intensive foreign language weekends will be used to improve students' oral skills and awareness of other cultures, and a literary journal will provide students a forum for their written work.

C. Frederick Farrell, Jr.
Professor of French
The University of Minnesota, Morris
Morris, Minnesota 56267
612/589-4190

C. Frederick Farrell, Jr. has been coordinator for Foreign Languages at the University of Minnesota, Morris, for eighteen years and has been responsible for developing the French curriculum there. His articles, books, and translations include works on Francois Mauriac, Emeric Cruce, Louise Labe, and Marguerite Yourcenar. He is currently translating and editing a volume on the imagination of air by Gaston Bachelard, whom he met while on a Fulbright scholarship in Paris. He is also working on a second volume of essays on Yourcenar.

UNIVERSITY OF MISSOURI-COLUMBIA

A Study of the Organizing Principles and Methods of the Disciplines of Religious Studies (Central Disciplines: Excellence in a Field)

In order to strengthen the foundations of their program the faculty of the Department of Religious Studies at UMC will examine the rationale and the organizing principles for the study of religions. For nearly twenty years, faculty members in departments and programs of religious studies in the United States have debated the organization, methods and academic status of the discipline. To address these problems the project will study for five semesters the viability of the following organizing categories: 1) patterns and analytical concepts; 2) rituals and texts (whether oral or written); and 3) development of traditions (includes interaction of religion and culture, history of ideas, and sociology).

Faculty staff are convinced of the centrality of religion as a scholarly concern. Whereas, modern secular societies are largely restricted to urban situations, rural and third-world peoples are deeply religious. For this reason the project focuses on the study of religion as an academic discipline appropriate to, indeed necessary within, a college of arts and science.

Jill Raitt
Chairwoman and Professor
Department of Religious Studies
416 General Classroom Building
University of Missouri-Columbia
Columbia, Missouri 65211
314/882-4769

A recognized scholar in Reformation studies, Jill Raitt was brought to the University of Missouri at Columbia in 1981 to start a new Department of Religious Studies. From 1969-1973, Dr. Raitt was the foundation stone for the Program in Religious Studies at the University of California at Riverside. She then joined the faculty of the Divinity School of Duke University. From 1972-75 and from 1978-83, Dr. Raitt was on the Executive Committee of the American Academy of Religion, serving as president in 1980-81. With these experiences as background she has a rich understanding of the academic study of religions. Her doctoral work was completed at the Divinity School of the University of Chicago. Dr. Raitt is particularly well prepared to lead a new department of religious studies into the 1980s and to address its peculiar problems.

Presbyterian College

Increasing Contact Hours in Introductory Language Courses (Promoting Excellence in a Field)

This project will add two native-speaker assistants to the institution's Modern Foreign Language program. The purpose of the project is to increase the language skills and foreign culture awareness of students in introductory courses. The integration of the two assistants into the language staff will allow the college to expand the number of classroom hours per week from three to five in these courses. Each assistant - one a native speaker of French or German, with a strong background in the other language, and one with a similar situation in Portuguese and Spanish - is to teach two hours a week in each of three sections under the supervision of the faculty member presently teaching these courses. The additional class time will increase the amount of material covered, improve mastery of the material, and increase the time devoted to cultural topics.

Constance Colwell
Associate Professor of German and French
Presbyterian College
Clinton, South Carolina 29325
803/833-2820 extension 366

Constance Colwell has a B.A. and M.A. from Middlebury College and a Ph.D. from Cornell University, and has studied in the Federal Republic of Germany at the universities of Mainz and at Bonn with a German Academic Exchange Service fellowship. At Presbyterian College she teaches all of the German courses as well as first-year French, emphasizing cultural awareness along with communicative skills. She has served as chairman of the International Studies Committee, in which capacity she helped institute a minor in International Studies.

University of Puget Sound

Relieving Faculty Staffing Pressures in Interdisciplinary Humanities Courses
(Promoting Excellence in a Field)

The goal of this project is to increase the number of faculty members prepared to teach in the University's existing humanities courses, and at the same time to improve and enrich the classes themselves. The major project activity will be a series of three faculty seminars in classics, in the Renaissance, and in modern thought, each of which specifically relates to present humanities course offerings.

The seminars will be led by visiting professors with expertise in interdisciplinary teaching and in the subject matter of the courses. Study-grants for selected faculty will improve the quality of these courses. The project is a direct outgrowth of the University's long-standing commitment to the liberal arts, to excellence in educational programs in general, and to the quality of its humanities programs.

Robert F. Garratt
Professor and Chairman
Department of English
University of Puget Sound
Tacoma, Washington 98416
206/756-3253

For four years, Robert F. Garratt directed the Humanities and Honors Programs at the University of Puget Sound. He developed five interdisciplinary humanities courses for the undergraduate curriculum, involving sixteen faculty from five departments. Professor Garratt has published articles on modern poetry, has served as guest editor for a special Irish issue of Concerning Poetry, and has completed a book on Irish poetry since Yeats. He was an NEH Research Fellow in 1981-82.

Walter Lowrie
Professor of History
University of Puget Sound
Tacoma, Washington, 98416
206/756-3229

Walter Lowrie specializes in the cultural and social history of pre-industrial Europe. He serves as director of the Humanities Program. He chaired the History Department for three terms, directed several programs for study abroad, and participated in activities to improve instruction in history and writing at colleges and secondary schools. His most recent endeavor has been to develop a multi-disciplinary freshman humanities course exploring conceptions of human excellence in the classical and medieval worlds.

College of Saint Teresa

Promoting Excellence in English Studies: Strengthening the English Program at the College of Saint Teresa
(Promoting Excellence in a Field)

The project is to strengthen the program in English by providing sabbatical leave for the three members of the English faculty. Each member will use the leave to study designated areas of the English curriculum and to work on individual scholarly interests and projects.

Ms. Eugenia Colbert, Associate Professor of English, will use the winter and spring quarters of 1984-85 to study rhetorical theory, rhetoric in contemporary communications and culture, and contemporary developments in world literature. Dr. Joseph Kolupke, Associate Professor of English, will use the winter and spring quarters of 1985-86 to study the history of the English language, modern grammar, and contemporary critical theory. Sister Ingrid Peterson, Assistant Professor of English will use the fall and winter quarters of 1986-87 to study classical and non-western literature, current developments in teaching of writing, and literature for young adults.

These faculty development leaves will significantly improve a strong program that has developed critical needs over the last decade.

Joseph Kolupke
Chair of Humanities and Religious Studies
College of Saint Teresa
Winona, Minnesota 55987

Joseph Kolupke was educated at Dartmouth, the University of Iowa, and Saint Louis University. He has been a member of the English and Humanities faculty of the College of Saint Teresa since 1974. In addition to serving two terms as divisional chair, he has been a staff member of the Great River Writing Project (a site of the National Writing Project) and the director of two NEH consultant grants. His scholarly interests are in late nineteenth- and early twentieth-century English literature, especially literary modernism.

University of Texas at Arlington

Composition, Analysis of Texts and Critical Thinking Integrated Program (CACTIP) at the University of Texas at Arlington
(Promoting Excellence in a Field)

This project will develop a sequence of three courses at the freshman level. Each of the three courses will treat composition, analysis of texts, and critical thinking as part of a single learning process focused on significant classic and contemporary humanities texts.

An important feature of the program is cooperation among faculty and administrators throughout the Dallas-Fort Worth area. Faculty members from community colleges and high schools in the metropolitan area will create syllabi for this sequence and will team-teach these courses with university faculty members. The program is designed to replace the current composition sequence as a general education requirement for the university and to provide material for adaptation to high school and community college curricula.

Thomas E. Porter
Dean of Liberal Arts
The University of Texas at Arlington
Arlington, Texas 76019
817/273-3291

Thomas E. Porter holds degrees in English, drama, philosophy, theology, and classics. His principal area of study is modern American drama, on which he has published a book and many articles. Dean Porter is the principal architect of the Humanities Ph.D. program in the College of Liberal Arts at UTA and has supported the development of a rhetoric division in that program as well as a revised composition sequence for undergraduates. He has participated in discussions of general education at the national conferences of several educational organizations.

Trinity University

Central Themes in Philosophy: A Curriculum Development Proposal in the History of Philosophy (Promoting Excellence in a Field)

The project will create five new courses in the history of philosophy: Empiricism, Rationalism, Idealism, Existentialism, and Pragmatism. Each course will focus on a philosophical theme rather than a historical period. Thus, while each course will focus on the classical exponents of its central theme, each will build on foundations in ancient philosophy and explore contemporary developments.

Each of the five faculty members developing courses will receive one-sixth released time in each of the two years of the project, and will also receive support for one summer of work on the course. In addition, Trinity will be visited by five distinguished philosophers whose own work integrates philosophy's past and present. Each of these consultants will deliver a public lecture, teach the relevant course, and consult with the Philosophy Department on the form the courses will eventually take. Each consultant will visit twice, will offer specific advice about fully developed courses, and will evaluate the project as a whole.

Curtis Brown
Assistant Professor of Philosophy
Trinity University
San Antonio, Texas 78284
512/736-7418

Curtis Brown received his Ph.D. at Princeton University and has taught philosophy at Trinity University since 1962. He is currently directing a series of lectures on ethics funded by the Hatchette Foundation. His research interests are the philosophy of language and the philosophy of mind; he received a summer stipend from the NEH in 1983 to work in these areas. He has published articles in Philosophical Studies and Midwest Studies in Philosophy.

University of Wisconsin-Green Bay

Enhancement of an Interdisciplinary Program in the Humanities
(Promoting Excellence in a Field)

All areas of study at the university are organized interdisciplinarily, as mandated by the official mission of the university, an organization which has posed both problems and opportunities for the humanities. This project will improve our interdisciplinary program by engaging nine faculty members in a joint pedagogical and research effort. They will study the revolutions in art and ideas which occurred around the turn of this century (such as those associated with Einstein, Picasso, Schoenberg, Freud, etc.) and look for the relationships among them. Those participants will be joined in this effort by senior students, who will use this study to develop cross-disciplinary experience, explore methodological connections among disciplines, revise important core courses, interrelate the university's programs of teaching and research, and prepare an inter-disciplinary reader for use here and at other universities.

David H. Galaty
Associate Professor, Humanistic Studies
University of Wisconsin-Green Bay
Green Bay, Wisconsin 54301-7001
414/465-2665

David H. Galaty has a Ph.D. in the history of science with training in both the humanities and the sciences (literature, history, mathematics, and physics). As such, he has represented the humanities to other areas of the university, and has led in the building of several programs at UWGB including an experimental Learning Community, an International program in Mexico, and a program in the Humanistic Foundations of Science. He chaired the Social Services program while it was developing a BSW degree. His research centers on the interactions among physics, biology, and culture in the nineteenth century, but he has also done research in philosophy and social services.

FOSTERING COHERENCE THROUGHOUT AN INSTITUTION

Bradford College

The Bradford Plan for a Practical Liberal Arts Education
(Fostering Coherence Throughout an Institution)

"The Bradford Plan for a Practical Liberal Arts Education" is a distinctive curricular model that combines a humanities-based liberal arts education with preparation for life after college through internships and emphasis on critical discourse skills.

The current project permits expansion of the present faculty development program to include a component that focuses on renewed familiarity with significant humanities texts. Ten faculty per year for two years will participate in monthly collegia and two-week sessions to discuss specific texts. The summer seminar participants will be joined by distinguished scholars who will lead discussion and aid in curriculum-building.

In addition, the project permits expansion of library resources in the humanities. Library acquisition will be targeted to support the humanities curriculum and the humanities-based general education core courses which are the foundation of our new academic program.

Janice S. Green
Vice President and Academic Dean
Bradford College
Bradford, Massachusetts 01830
617/372-7161

Janice S. Green's professional background includes twenty years as a faculty member, researcher, analyst, and academic planner and administrator. She came to Bradford in 1981 after serving as Vice-Chancellor for Academic Affairs for the Massachusetts Board of Higher Education. For the past two years Dr. Green has led the development and implementation of the Bradford Plan for a Practical Liberal Arts Education. She is currently engaged in campus-wide efforts to strengthen instruction in the humanities, the traditional core of academic life at Bradford.

Studia Humanitatis: Coherent Use of Required Electives in Concentrations (Central Disciplines: Fostering Coherence)

Through the development of a series of interdisciplinary courses, the college hopes to improve students' understanding of the humanities and relationships between the humanities and the sciences and social sciences. The student who seeks the designation of studia humanitatis will complete an introductory, three-semester, team-taught course tracing the developments of Western culture from its beginnings to the present. At the intermediate level, the student will select one of three kinds of four-course "clusters"--involving a specific period (e.g. Renaissance Studies); or a specific locale (e.g. American Studies or Southern Studies); or an interrelated series of values-oriented courses (e.g. Issues of Tomorrow in Literature). Each of these clusters will include team-taught courses providing a variety of perspectives on the period, area, or question of values involved. A final course, to be taken in the student's senior year, will be either an individual tutorial or an interdisciplinary seminar, depending on the number of students involved at the time. This course will allow students to pursue in detail a humanistic question related to their chosen "cluster" and to utilize the skills acquired in their major disciplines. This program provides the student with the advantage of pursuing a coherent program in fulfillment of the College's humanities requirement and with the opportunity to complete an interdisciplinary minor program which will supplement the major course of study.

Norman Olsen, Jr.
Chairman, Department of English
College of Charleston
Charleston, SC 29424
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Norman Olsen, Jr., earned his A.B. degree from Dartmouth College and his M.A. and Ph.D. degrees from Duke University. He taught English at Clemson University for nine years and served as Director of that institution's Honors Program. For the past eleven years, he has served as Chairman of the Department of English at the College of Charleston, South Carolina. He is currently working closely with the Charleston County School District on a proposal to the S.C. Committee for the Humanities to fund a Scholars-in-Residence program for local secondary schools.

UNIVERSITY OF COLORADO
AT COLORADO SPRINGS

Humanities Enrichment at a Technically Oriented Campus (Central Disciplines: Fostering Coherence)

Confronting the fact that the campus's future will stress technology and "hard" sciences and that the "Humanities Area Requirements" (12 credits/4 courses) lacked coherence and direction, faculty from philosophy, art and music history, English, and history joined forces to create a CORE HUMANITIES CURRICULUM (CHC). The CHC consists of two lower-level interdisciplinary courses and a limited manageable number of advanced, discipline-centered courses from which students will select at least two in order to fulfill Humanities Area Requirements. All classes emphasize the study of challenging primary literary, visual, and aural texts as well as student writing.

Wary that "Interdisciplinary" frequently disguises diluted courses, the faculty has been careful to achieve focus and substance in HUM 101 and 102 by concentrating on a specific year and demonstrating, through the course material, 1) how the arts and humanities affect science, business, and technology, and vice versa; 2) how people continue to meet political, moral, and technological challenges; and 3) how the human spirit endures in a world of increasing complexity.

For example, during Fall 1983, HUM 101 focuses on 1848, a year of European industrial and political revolution (which were related) and American expansion. Primary texts to be studied include The Communist Manifesto, Dickens's Hard Times, and Moby Dick, along with selected materials on art and music.

Joan E. Klingel
Assistant Dean, College of Letters, Arts and Sciences
Assistant Professor of English
University of Colorado at Colorado Springs
Colorado Springs, Colorado
80933-7150
303/593-3201

Joan E. Klingel, educated at SUNY Stony Brook and Brown University in English, chaired the English Department at UCCS for two years before becoming Assistant Dean in September 1982. With articles on Mrs. Thrale-Piozzi, Dr. Johnson, Hawthorne, and Goethe, in such journals as The John Rylands Library Bulletin, Studies in Philology, and Studies in Short Fiction, she is collaborating on a forthcoming edition of The Selected Letters of Hester Thrale-Piozzi (1784-1821), (4 vols., Universities of Delaware and Manchester Presses). The ACLS and the Graduate School of the University of Colorado have supported her research with grants. She conceived, organized, and prepared the project to which the NEH awarded in July a three-year grant, the largest and most far-reaching in the College's history.

The Cooper Union

To Plan a Coherent Humanistic Program within the Context of a Professional Undergraduate Education
(Fostering Coherence Throughout an Institution)

Four distinguished humanists--two historians and two literary scholars--will guide faculty in reconsidering the humanistic curriculum offered to students in Cooper Union's constituent schools of architecture, art, and engineering. Together, they will concentrate on two main concerns: refining the four-semester required sequence in literature, writing, and history with the aim of providing students an integrated core of humanistic knowledge and a familiarity with essential modes of humanistic inquiry; and designing a group of elective courses for juniors and seniors especially suited to the academic strengths of Cooper Union undergraduates. Some courses will be based on traditional subject matter; others will focus on "innovation and responsibility in technology and art."

This curricular reconsideration will take place in the context of long-range institutional planning aimed at strengthening the role of the humanities by such means as improving resources to assure that all students become proficient in oral and written discourse, and of establishing an institute to foster scholarly investigation of the humanistic implications of developments in architecture, art, design, and technology.

Michael G. Sundell
Dean of Humanities and Social Sciences
The Cooper Union
New York, New York 10003
212/254-6110

Professor of Humanities at the Cooper Union, Michael G. Sundell formerly served at George Mason University as Professor and Chair of English, and Director of the Research Center for the Federal Theatre Project. He has written and lectured in this country and abroad on nineteenth-century English literature, the history of photography, the New Deal arts projects, and contemporary art. He has been a Fulbright Scholar and a National Endowment for the Humanities Fellow.

University of Dallas

Fostering Coherence in the Core Curriculum
(Fostering Coherence Throughout an Institution)

This project aims to strengthen the university's core curriculum (a set of specified courses in the central disciplines) by supporting a re-examination of its content and providing resources for faculty development in the teaching of it.

A Faculty Curriculum Review Committee will refine the institution's core requirements and develop guidelines for shaping its component courses. It will produce syllabi for core courses and a list of required readings, experiments, and works of art. Committee members will have released time and travel funds for the investigation of curricula elsewhere.

Faculty members will be encouraged to deepen their understanding of their fields within the unifying ideal of the core program. Two distinguished teachers will direct the core faculty in seminars on the teaching of an integrated curriculum. Visiting professors will offer courses in their own disciplines and contribute to courses in related areas during the 1965-66 academic year; they will also lead faculty colloquia on several significant works in the humanities.

Francis H. Swietek
Associate Professor of History
University of Dallas
Irving, Texas 75061
214/721-5247

Francis H. Swietek holds degrees in humanities, classics, and history. He was Assistant to the Director of the Hill Monastic Manuscript Library (Collegeville, Minnesota) from 1971 to 1974. Since his appointment to the faculty of the University of Dallas in 1976, he has taught in four undergraduate departments, directed segments of an interdisciplinary graduate program in the humanities, and served on three committees of the University Self-Study which led to the current project. He has published in Speculum, Mittellateinisches Jahrbuch, Church History, and other journals, and is co-author of Two Studies on Venetian Government.

Davidson College

Strengthening the Humanities
Program at Davidson College
(Fostering Coherence Throughout
an Institution)

Davidson College's Humanities Program is a two-year, team-taught interdisciplinary course enrolling about one-third of the freshman and sophomore classes. It has been an important feature of the college's curriculum for more than twenty years. The grant project will strengthen the Humanities Program by:

offering a month-long summer institute for twenty-four members of the humanities faculty. The institute will bring to the campus two authorities in the teaching of composition, who will be assisted by members of the college's English faculty. Additional time will be used to develop a revised syllabus;

allowing released time for four faculty members to prepare to join the teaching team;

offering a series of one-term leaves for interdisciplinary research;

creating interdisciplinary seminars for juniors and seniors who have participated in the program earlier, allowing them to study a problem or period in greater detail. The seminars will be team-taught by humanities faculty members and visiting scholars.

Robert J. Manning
Associate Professor of Physics
and Humanities
Davidson College
Davidson, North Carolina 28036
704/892-2000, extension 326

Robert J. Manning has spent the last dozen years teaching both physics and humanities at Davidson College. Currently he is chairman of the Division of Humanities and Social Sciences and director of the Sophomore Humanities Program. While his early research centered on cryogenics and the astronomy of pre-literate societies, he has recently turned his attention to the relationship between art and the early scientific revolutions, concentrating on the work of Dürer and Copernicus.

Duquesne University

Development of a Humanistic Core Curriculum (Fostering Coherence Throughout an Institution)

The university has developed and begun to implement an intellectually challenging, integrated core curriculum based on the internal logic of the liberal arts and sciences and dedicated to the goals of a traditional liberal education. Aimed at the most able student, the Integrated Honors Program (IHP) consists of twelve freshman and sophomore level courses that emphasize a grasp of the major issues and debates in the humanities, an intensive writing experience, an ability to understand and use the scientific method, and an appreciation of essential mathematical concepts. These courses are to be followed at the junior and senior level with seminars designed to help the student further develop analytical and critical thinking skills, master the methodologies of the various disciplines, see interrelationships, use information itself, and acquire a sense of values and the ability to make informed judgments. To date, all of the twelve courses have been fully conceptualized, and syllabi have already been completed for half of them.

Constance D. Ramirez
Associate Professor of English
Duquesne University
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Constance Ramirez is chairperson of the University Core Curriculum Committee and Director of the Integrated Honors Program. Dr. Ramirez has also served as chairperson of both the English Department Honors Committee and the Curriculum Committee of the College of Arts and Sciences. She is a member of the University Committee for Middle States Evaluation. A Woodrow Wilson Fellow, Dr. Ramirez was awarded a faculty development grant in 1962 by the Woodrow Wilson Fellowship Foundation. In 1964 she received the Duquesne University President's Award for outstanding teaching.

Undergraduate Curriculum Revision at Lehman College: Providing a Common Intellectual Experience for Students (Central Disciplines: Fostering Coherence)

Edward Spingarn
Acting Provost and Vice President for Academic Affairs
Herbert H. Lehman College of CUNY
Bronx, New York 10468
212/960-8222

Dr. Spingarn received his Ph.D. in English and Comparative Literature from Columbia University and his A.B. in English from Brooklyn College. He has taught at Brooklyn College and John Jay College of Criminal Justice and has also served in administrative posts at Brooklyn College, at John Jay College and in the Central office of the City University of New York.

Lehman College proposes to bring about a comprehensive change in its curriculum--a change designed to bring greater order and intellectual coherence to the student's work outside the major field of study. Over the next three years the College will develop new Core and Distribution courses, design and implement a Skills Development Program that integrates instruction in language skills with the central liberal arts disciplines, and support efforts by members of the faculty to prepare themselves for effective teaching in the new curriculum.

The new curriculum is built upon the premise that the liberal arts and sciences will remain the core of the College, providing a common intellectual experience for a student body that exhibits not only broad cultural, ethnic, age, and linguistic diversity, but also diverse career experiences. The program consists of four Core courses in the natural sciences, social sciences, the humanities, and modern civilization, and a fifth, co-requisite course in problem solving through quantitative reasoning.

The new curriculum encourages students to undertake a deeper analysis of selected subjects in the liberal arts through seven distribution requirements and promote coherence in the curriculum through the integration of skills development and the development of several interdisciplinary courses in classical texts and themes.

University of Idaho

The Idaho Humanities Core Curriculum
(Fostering Coherence Throughout an Institution)

This project will strengthen the humanities component of the University of Idaho's recently instituted core curriculum. Curriculum development and integration will articulate a common philosophy for the humanities core, improve course syllabi, select texts that complement each other in all courses, and establish common writing requirements for core students. Faculty development will improve the instructional effectiveness of teachers already assigned to the core and prepare other faculty members to carry out core assignments. The humanities courses will be enriched by exposing faculty and students to nationally recognized humanists.

Galen Rowe
Dean, College of Letters and Science
University of Idaho
Moscow, Idaho 83843
208/885-6426

Since 1977, Galen Rowe has been involved in the planning and development of a university-wide core curriculum which was instituted last year. As Dean, he is also chairman of the University Committee for General Education, the body charged with coordinating and monitoring the core curriculum. Although his Ph.D. is in comparative literature, most of his teaching has been in classics; he is a specialist in Greek and Roman oratory. For the past two years he has served on the board of the Association for the Humanities in Idaho.

Kean College of New Jersey

Humanities-based General Education (Fostering Coherence Throughout an Institution)

This project supports a pilot project and the initial stages of full implementation of a new, strengthened General Education Program which features an eighteen credit core curriculum as well as a thirty-three credit distribution requirement. The core program is a cluster of six courses which emphasize traditional humanistic subjects and significant contemporary global topics. Four of the courses are multi-disciplinary, and all have a major critical thinking and communications component.

The pilot project will allow each of the core courses to be offered on an experimental basis to approximately two hundred freshman/sophomore students majoring in teacher certification programs. The twelve pilot instructors will develop instructional materials, test team-teaching techniques, develop honors core courses, propose course changes, and plan faculty training programs.

A faculty development program will take place during the spring and summer terms prior to full implementation in September, 1985, and will be conducted by the pilot core faculty, external consultants, and resident specialists in teaching improvement. The project will provide support for continuing faculty development projects and program administration during the first three semesters of full implementation of the new program.

Mary F. Lewis
Acting Dean
School of Humanities, Social and Administrative Sciences
Kean College of New Jersey
Union, New Jersey 07083
201/527-2034

Mary Lewis is Professor of Classical History and Archaeology of Classical History at Kean College, a public institution in the metropolitan New York area. She has participated in excavations in southern Greece and publishes on archaeological and historical topics. At Kean College she has worked with a teaching improvement team and a joint faculty/administration team for human resources development. During the past two years she chaired the committee whose work recently culminated with the adoption by Kean College of a humanities-based core curriculum.

Kirkwood Community College

Strengthening Core Through Faculty Development (Fostering Coherence Throughout an Institution)

This project will strengthen content and integrate skills in a newly-implemented core program which includes 20 credit hours in humanities disciplines. Through the grant's Individual Study Projects, faculty members may receive released time to take graduate courses, complete reading projects, or strengthen curricula. Three summer seminars will bring faculty together under the leadership of three university professors--two of them from the nearby university of Iowa.

The grant also supports the addition of a full-time philosophy instructor, to be sustained by the college following NEH funding. The new philosophy instructor will teach four courses: philosophy, religion, ethics, and logic. The second of the three summer seminars will focus on the role of philosophy within the Kirkwood core program. Since the college has not previously maintained a full-time instructor in philosophy, Kirkwood's Humanities Committee will work with the new faculty member and a visiting consultant to integrate philosophy courses into its total core curriculum.

New library acquisitions, closer working relationships with University of Iowa professors, and better use of University of Iowa resources will support the work of this project.

Rhonda Kekke
Professor of Speech
Kirkwood Community College
Cedar Rapids, Iowa 52406
319/396-5567

Rhonda Kekke has taught speech at Kirkwood Community College since 1970, and has directed two previous NEH grants. She is active in the Community College Humanities Association, the Central States Speech Association, and the Speech Communication Association. She will continue to teach two classes each quarter while directing this grant project.

MSM Integrated Humanities Curriculum (Central Disciplines: Fostering Coherence)

Manhattan School of Music, a leading music conservatory granting the Bachelor of Music degree, intends to give humanistic studies a central place in the music conservatory curriculum for the first time. The proposal consists of a comprehensive program of curricular reforms and innovations: 1) A core curriculum consisting of (a) a one-semester course concentrating on the relation of thought to language and thus of clear writing to clear thinking, and (b) three semesters of seminars devoted to the reading and discussion of great works and ideas of the Western Tradition. 2) A sequence of interdisciplinary historical courses dwelling in depth on epochal periods or important themes in Western cultural history. 3) Specialized courses in literature, philosophy, and the social sciences designed to instruct students in the analytical methods of specific disciplines and in the distinctive character and achievements of individual authors and national cultures. 4) One-semester seminars conducted by disparate prominent persons from outside MSM with the purpose of exploring and demonstrating the role of the humanities in American life beyond the classroom. 5) Greater integration of the music curriculum with the academic curriculum to enable the specialized music studies and the general humanistic studies. 6) A lecture-concert-film series dramatizing through public performances the educational and professional benefits of integrating humanistic studies with the music conservatory curriculum as a whole.

Thomas W. O'Brien
Chairman, Academic Department
Manhattan School of Music
New York, New York 10027
212/749-2802

Thomas O'Brien has been a member of The Academic Faculty at Manhattan School of Music since 1982, having previously taught at M.I.T. and Fordham University. He holds a Ph.D. from Columbia University, an M.A. from Oxford University, and a B.A. from Colgate University. A former Rhodes Scholar, Watson Scholar, and Danforth Scholar, he has published reviews in the Washington Post, The New York Times, The Christian Science Monitor, and Commonweal

Monmouth College

The Humanities in the Monmouth Plan (Fostering Coherence Throughout an Institution)

The Monmouth Plan is the culmination of three years of study resulting in a total revision of the college's curriculum consistent with the College's desire to provide an alternative to the university mode of education. The general education program was changed to emphasize the humanities, beginning with a freshman seminar and concluding with two required senior courses in "Systems of Thought and Belief," with intervening course requirements in "Language," "Human Societies," and "The Physical Universe and its Life Forms."

The proposal includes support for development of the new humanities courses, library acquisitions, summer workshops for faculty members, the addition of three new faculty positions in the humanities, and the expansion of the College's speakers program.

William O. Amy
Dean of the College
Monmouth College
Monmouth, Illinois 61462
309/457-2325

William O. Amy is Professor of Religious Studies at Monmouth College. He formerly taught for sixteen years at Otterbein College in Ohio. On two occasions he has been a visiting professor on World Campus Afloat. A fellowship from the Society for Religion in Higher Education enabled him to travel and study Asian religions for a year. He is the author of Human Nature in the Christian Tradition. His primary interest in his six years as Dean at Monmouth has been in curriculum and faculty development.

University of Northern Colorado

The Life of the Mind: A Project to Reinvigorate and Foster Coherence in General Education in the Humanities at the University of Northern Colorado (Fostering Coherence Throughout an Institution)

The University of Northern Colorado recently adopted a new, rigorous general education program which will reaffirm the liberal arts as the core of the undergraduate curriculum. The "Life of the Mind" project has evolved in conjunction with this new program in order to offer high quality general education courses which will cross disciplinary boundaries and expose students to broad intellectual concerns and readings. The participating faculty members--from English, geography, history, philosophy, sociology, and visual arts--are developing new interdisciplinary courses with NEH funding for the academic years 1984-85 and 1985-86. The courses are entitled Great Ideas of the Western Tradition, Great Traditions of Asia, and Ideas in Conflict. The courses focus on the history of ideas and the development of intellectual traditions. These courses will require students to read extensively in primary works, write frequent analytical essays, and develop skills in critical thinking. A lecture series will link the courses.

Marshall S. Clough
Associate Professor of History
University of Northern Colorado
Greeley, Colorado 80639
303/351-2954

Marshall S. Clough teaches courses on Africa and Britain and on Western Civilization. He has published a bibliography and shorter pieces on modern Kenya, and also has done work in comparative history--most recently in 1982 with an NEH fellowship for independent research. He is on the editorial board of Africa Today and the Colorado Humanities Program board. At UNC he has been active in the recent revision of general education.

UNIVERSITY OF OREGON

Catalyst for Increasing Coherence in the Humanities (Central Disciplines: Fostering Coherence)

The University of Oregon is a fairly large, severely underfunded state university. Although it has internationally known scholars in the humanities, the faculty has felt that it lacks any strong sense of common purpose. Although the faculty has recently legislated a substantial core of required humanities courses for all students, these are now taught in sections averaging over 125 students, which necessitates teaching by lecture and examination, and there is little coherence among these required humanities courses.

In attacking these problems, the basic presupposition of the proposal is that the humanities can be learned only through experience and reflection. Consequently, the first step will be a pilot program of sixteen small (20-25 students), intensive sections of a required introductory humanities courses. These sections will be taught almost entirely through discussion and writing. Students will also be required to rewrite the five to eight papers assigned each quarter, following close criticism of them. The faculty members chosen to teach these sections will meet regularly for planning, emphasis on cross-disciplinary coherence through texts and topics, and evaluation of subjects covered. They will be aided in preparing for this course by modest summer research fellowships.

The project also includes the development of more advanced interdisciplinary courses and visits by distinguished visiting scholars.

Donald S. Taylor
Director, Center for the Humanities
Professor of English
University of Oregon
Eugene, Oregon 97403
503/686-3911

Donald S. Taylor edited The Complete Works of Thomas Chatterton (Oxford: Clarendon, 1971) and wrote Thomas Chatterton's Art (Princeton, 1978) while on a Guggenheim Fellowship. He is now completing a book on the relevance of R.G. Collingwood's philosophy to criticism and literary history. At the University of Oregon since 1968, he has served as Director of Graduate Studies in English (1968-70), chair of the Classics Department (1975-78) and Director of the Ethnic Studies Program (1979-80). He became Director of the newly established Center for the Humanities in September 1983.

University of Santa Clara

Strengthening the New University Curriculum
(Fostering Coherence Throughout an Institution)

This project will support faculty workshops to expand the expertise of the faculty in the humanities and to develop coherence across the multiple sections of courses in composition, ethics, and western culture.

Three summer workshops will be conducted on writing and the humanities and western culture, and one summer workshop will be on ethics. The workshops will be led by guest scholars renowned for their work in multi-disciplinary studies. Faculty will study new course offerings, multi-disciplinary approaches, and the use of audio-visual material.

Because of the large number of humanities faculty involved, the University Curriculum should be strengthened through the activities of the project.

Joseph L. Subbiondo
Dean, College of Arts and Sciences
University of Santa Clara
Santa Clara, California 95053
408/554-4455

Dean Subbiondo has published articles on the history of English linguistics in the seventeenth century and is a member of the editorial board for the series Library and Information Sources in Linguistics. In his five years as Dean of the College, he has developed a variety of interdisciplinary programs within the College as well as in cooperation with the university's business and engineering schools.

SETON HILL COLLEGE

Core Curriculum Renewal (Central Disciplines: Fostering Coherence)

The Seton Hill Project is designed to respond to a ten-element core curriculum which includes the disciplines of philosophy and history. The core begins in the student's first year with a series of interdisciplinary freshman seminars which emphasize writing and critical thinking and culminates in the student's fourth year when she studies in an integrative senior seminar the value of her discipline as a way of knowing. During her second and third year the student studies philosophy and a humanities discipline of her choice from an historical perspective. She is required as well to learn a second language and to study in some depth a culture different from her own. In each element of the core the student is required to write extensively and to develop her skills in critical thinking.

The NEH project will focus on the following components of the new core:

1. The role of philosophy in the student's curriculum, especially in the epistemologically-based senior seminar;
2. Consultation and discussion by the faculty in a workshop on the issues of text selection and writing and critical thinking assignments in the freshman seminar and the sophomore humanities sequence;
3. Enhancement of opportunities for students to learn about other cultures. Faculty members will use sabbaticals to study other cultures and prepare course offerings which reflect that study. The resources of the library in the areas of The Far East, the Middle East, Africa and Latin America will be increased substantially.

JoAnne Boyle
Associate Professor of English
Seton Hill College
Greensburg, Pennsylvania 15601
412/834-2200

JoAnne Boyle chairs the core curriculum renewal project at Seton Hill College where she also teaches feshman seminar, literary criticism, linguistics, and the international novel. During the seven years in which she headed the English department, she founded and directed a program for high school scholars called "Nine Saturdays" which convenes each spring at Seton Hill. She has served recently as director for two other humanities projects, "The Living Humanities," a series of forums on the status of literature, foreign languages, and history in the schools, funded by the Pennsylvania Council for the Humanities, and the "freshman Seminar Experience," a pilot project supported by NEH.

JoAnne Boyle earned her B.A. degree at Seton Hill College, her M.A. at Harvard University and will receive her Ph.D. in English in December from the University of Pittsburgh.

UNIVERSITY OF TULSA

To Realize Its Best Purposes: Strengthening the Humanities in Undergraduate Education at The University of Tulsa (Central Disciplines: Fostering Coherence)

This project includes the creation of four permanent faculty positions: a writing director, an assistant professor of ancient history, an assistant professor of philosophy, and an assistant professor of drama with ground in a related field of the humanities. In addition, over the next three academic years two visiting professors in comparative literature will assist in the development of the new program and two visiting professors who have scholarly expertise in more than one discipline in the humanities will advise faculty on suitable multidisciplinary courses.

As part of the University Comprehensive Writing Program, five national authorities on writing in the undergraduate curriculum will visit campus during each of the next two academic years. To help develop a greatly strengthened foreign language program, tuition grants will enable students to complete their second year of French or Spanish during summer session and then enter literature courses. To bring cohesion to the teaching of the humanities, the University will organize four brief seminars conducted by nationally recognized scholars and attended by faculty and students. And each May, the College of Arts and Sciences will conduct a week-long seminar attended by 15 faculty members who will coordinate and evaluate the humanities courses in general education. New library acquisitions in comparative literature and the classics are also planned.

Thomas F. Staley
Provost
University of Tulsa
Tulsa, Oklahoma 74101
918/592-6000

Thomas F. Staley is Trustees Professor of Literature, formerly Dean of the College of Arts and Sciences and currently Provost and Vice President for academic Affairs at The University of Tulsa. Provost Staley has published books on Dorothy Richardson, Italo Svevo, Jean Rhys, and six books on James Joyce. He has twice been a Fulbright professor in Italy and serves on the board of three literary journals. In his two years as Dean of the College, he attempted to develop a new curriculum which would give central importance to the humanities and to the craft of writing.

Willamette University

Implementation of an Integrated Humanities Curriculum at Willamette University
(Fostering Coherence Throughout an Institution)

This project seeks to work within the General Education Program requirements of the College of Liberal Arts curriculum to create a coherent and integrated four-year humanities program which will affect every student. The program focuses on the critical reading and analysis of great texts. It builds coherence through the pairing and integrating of introductory courses in literature and the humanities; a common reading list of twelve to twenty texts for all students to complete; a series of interdisciplinary seminars on the theme, "Language and Tradition"; and intensive single-text senior seminars for humanities majors, each conducted with the assistance of a scholar who has written on the text in question.

Other program activities include two regional humanities symposia featuring nationally recognized humanists, week-long faculty workshops each spring on textual analysis and interpretation, a faculty reading seminar which continues throughout the year, and summer course revision and individual study projects. The program as a whole will serve to restore the humanities to health and to a central place in the life of the university.

William E. Duvall
Professor of History
Willamette University
Salem, Oregon 97301
503/370-6314

William E. Duvall has a particular interest in the intellectual history of modern France. He has written on conservative political ideologies in nineteenth-century France and is working on a study of French thought from Hide to Foucault. Professor Duvall has directed Willamette University's study seminar in Paris on two occasions, and was responsible for initiating the freshman seminar program. He received an award from the Graves Foundation in recognition of outstanding teaching in the humanities.

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